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ABSTRACT

This document is the proceedings of a cross-cultural education conference held in Russia. The conference had four major themes: learning and development, family involvement in education, community and social context of education, and pedagogy. Educational levels discussed ranged from early childhood to university. The body of the document is abstracts of the conference sessions. This is divided into 10 sections: (1) social service and family support; (2) preschool and school pedagogy; (3) pedagogy in higher education; (4) legal issues of children and families; (5) aesthetic education; (6) children's physical and mental health; (7) ecological education; (8) the linguistic program for a Northern European international university; (9) university training for history teachers; and (10) computer science in education. Some specific topics discussed included: county social help systems in Minnesota; early childhood family education; democracy in the elementary school; developmentally appropriate strategies; rural education in North Dakota; foundations for development with children's art; authoritative parenting and teaching; and strategies for conceptual restructuring of early childhood, elementary, and secondary school students. The document also includes an appeal to President Yeltsin, conference recommendations, and appendices containing the conference schedule and brochure. (JW)

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ED 387 233

CHILDREN: OUR FUTURE

A CROSS-CULTURAL CONFERENCE OF PROFESSIONALS

PROCEEDINGS

August 7-13, 1993

Petrozavodsk, Karelia, Russia

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I. PLANNING THE CONFERENCE: AN OVERVIEW

Brief History of Organization

The preliminary steps began in May, 1991, when Helen L. Carlson, Professor of Early Childhood Studies and Elementary Education at the University of Minnesota, Duluth, was an exchange professor at Petrozavodsk State University under a United States Information Agency Grant. As an outcome of lectures and round tables, mutual needs began to be identified. Among those needs were the following: 1) the role of effective family support programs in educating children and youth; 2) the need for professional collaboration in the development of social support, education, and child care programs; 3) the need to share methods and materials for effective education. Russian professionals felt that they had great expertise in aesthetic and physical education, as well as a philosophical base in mysticism, which might be of interest and benefit to colleagues in the United States. In turn, professionals in the United States had models of team planning and service, new directions in cooperative learning, and history education methods which would be of interest for professionals in Russia. It was proposed that a seminar conference could provide a way to build increased understanding to enhance practice in both the United States and Russia.

The collaborative efforts among Education faculty members in Duluth and Petrozavodsk continued with a meeting on July 16, 1991, at The College of St. Scholastica. Several Karelians, Tom Morgan, and Roseanne Blass of The College of St. Scholastica, and Cindy Spillers and Helen Carlson of the University of Minnesota-Duluth, met to discuss future collaborations among our respective faculty. This meeting culminated in an initial plan for Duluth educators to meet with Petrozavodsk educators for the purpose of discussing issues of mutual concern and planning for a joint conference.

In November, 1991, Helen Carlson and Cindy Spillers met with Victor Vasilyev, Chancellor of Petrozavodsk State University, and shared their ideas about continued collaboration. He embraced the idea of an Organizing Committee with representatives from Petrozavodsk State University, the Karelian Pedagogical Institute, the University of Minnesota-Duluth, and The College of St. Scholastica meeting during May, 1992. During the 1992 meeting, details for a comprehensive conference, to be held in 1993, would be addressed.

During May, 1992, Cindy Spillers and Helen Carlson traveled to Petrozavodsk to engage in the planning of the conference. An Organizing Committee consisting of two faculty representatives from the University of Minnesota-Duluth, two faculty members from the Karelian Pedagogical Institute, and two faculty representatives from Petrozavodsk State University and the Chancellors and Deans from the Karelian Pedagogical Institute and Petrozavodsk State University held six official planning meetings. In addition, subgroups met to work out details. Emerging from this effort was agreement on the conference theme, dates, schedule, and agenda. Tatyana Agerkova of Petrozavodsk State University was approved as overall chair of the conference planning. Chancellors of Petrozavodsk State University and Karelian Pedagogical Institute were approved as honorary chairpersons. Helen Carlson of the University of Minnesota-Duluth, was approved as chair of the paper review process for papers written in English.

The conference preparation continued. The Duluth Organizing Committee grew to include: Shirley Swain, Cindy Spillers, and Helen Carlson from the University of Minnesota-Duluth, and Kathy Wilson, Darryl Dietrich, and Abett Icks from The College of St. Scholastica. In addition to the Deans and Chancellors, the Petrozavodsk Organizing Committee consisted of Tatyana Agerkova and Galina Tioun from Petrozavodsk State University and Olga Zyvagina and Nadezhda Terentjeva from the Karelian Pedagogical Institute. A brochure was finalized and 7,000 copies distributed across the United States, Sweden, and Finland to arrive the first or second week of January 1993. In addition, the Russian brochure was completed and distributed throughout Russia.

Need for the Project

The world has experienced profound change and upheaval. The overturn of a totalitarian regime in Russia has had and is having intense effects on the education of children and youth. The revolutionary changes now occurring in Russia offer new hope for the children in that country, and these positive forces for democracy must be supported. The United States has experienced disenchantment with its educational system and the societal context which surrounds it. A positive future for children and their families across the world is far from secured. The time is ripe for dialogue and serious problem-solving about both broad educational issues and specific pedagogical questions.

The conference entitled *Children Our Future* (August 7-13, 1993) was held in Petrozavodsk, Karelia, Russia. The four conference themes--learning and development, family involvement in education, community and social context of education, and pedagogy--responded to the needs identified above. There were three tracks--early childhood and elementary, secondary, and university--with ample opportunity for exchange of ideas through paper presentations, panel discussions, research networking, and informal contact.

More specifically, the goals of the conference were 1) to strengthen ties between educators in Duluth and Petrozavodsk; 2) to develop ties among other educators in the United States, Russia, and the Scandinavian countries; 3) to delineate more clearly questions relevant to our respective educational interests; 4) to share and discuss current educational issues from a cross-cultural perspective.

Geographic Scope. Anyone from throughout the world was welcome to register and attend this international conference. Targeted advertising addressed educators in the states of Michigan, Wisconsin, North Dakota, South Dakota, and Minnesota as well as the Scandinavian countries. Alumni, who were graduates from teacher education programs, received brochures. The Russian Organizing committee advertised in that country. In addition, specific efforts were made to contact those who might be interested in Russia through such vehicles as the Sister Cities and International Peace Center Newsletter.

Population Served. Two hundred registrants from early childhood, elementary, secondary, and university who attended the conference were directly served. Indirectly, the results of the conference will influence future directions in education in the United States, Finland, and Russia, thus affecting educators and the children and families they serve.

Action Plan. The Organizing Committee met biweekly to engage in the following tasks: distribution of brochures, implementation of registration follow-up, review and selection of papers to be presented, continued communication with Russian Organizing Committee, implementation of advertising campaign, completion of conference program and final details. Abett Icks, one member of the Organizing Committee, returned to Petrozavodsk to resume teaching responsibilities at Petrozavodsk State University in February; she also assisted with necessary conference details from there.

II. SUMMARY OF CONFERENCE EVENTS

Opening Session

After greetings by dignitaries as specified in the conference program, the opening session papers outlined several themes which would be addressed in the conference. One area of concern was the issue of multiculturalism, with over 130 languages representing different cultural groups in Russia as well as the many different ethnic groups within the United States and the influx of refugees in Scandinavia. Another issue was the relationship of the teacher generalist to the academic specialties--the relationship of teacher education and methods to liberal or general education. Still another issue was the interrelationship of education and upbringing--the many problems within families and in the larger society such as substance abuse, violence, discrimination, and crime. Ecology and environmental issues and their interrelationship with education were discussed as a fourth issue. Finally, contradictions were identified: a) the potential conflict between personal and social demands, between cooperation and cooperation; b) the differences between rural and urban settings; c) the relationship between content and process in learning.

Questions were raised for further discussion. How do we prepare children to be individuals and yet caring of the group? How do we keep a sense of unity in the country/educational system and still allow for diversity; can there ever be too much diversity? How do economic conditions affect young children? What can be done to define problems more precisely and to generate positive solutions?

The opening session set the serious tone for the paper presentations, the round-table discussions, the informal discussion during meals and free time, and the cultural experiences of the conference. Also evident was the "systems" approach to understanding educational questions--this conference would address the impacts of the broader society and families on education as well as specific pedagogical questions. There would be recommendations offered at the conclusion of the conference.

Round-Table Discussions

In addition to the more formal paper presentations, three periods of round-table discussion focused on broad topics and allowed lively exploration and discussion across the different perspectives of the participants.

The first round-table discussion centered on early childhood and was entitled: *Child: First Steps to the World of Adults*. The following issues were discussed--how to deal with children who have severe behavior problems, how to team together with other professionals and families, how to select the best theories, how to link theory to practice, how to incorporate medical solutions into situations, how to generate the "best" curriculum for young children.

As the discussion ensued, it was interesting to observe that the American participants emphasized the importance of the "group" in making decisions--the team of teachers, specialists, and parents--about the educational programming for the young child. The Russian participants looked to theorists such as Rogers and to medical experts for answers particularly when there were special needs involved. An overall question that emerged focused on educators as decision-makers and the background influences on **HOW** decisions are really made. It challenged participants to think more deeply about the **WHY** of practice--why are things done the way they are? How do decision-makers become autonomous and confident? What are the bases for action?

The second round-table discussion addressed schooling and was entitled *School: Teacher and Pupil Levels of Freedom*. Several themes were identified--freedom and necessities; freedom and discipline; freedom and will; freedom and evaluation; freedom and family, teacher, pupil. Discussion occurred related to the freedom of the teacher and what that means in practice, on how best to implement freedom of choice both for teacher (site-based management) and pupil, on the impact of freedom on various personalities, on the impact of economic difficulty for free thinking, on the nature of teacher training in preparing either authoritarian or humanistic teachers. Participants were challenged to think about the definition of freedom and what it truly meant for educators in the 1990s. How can teachers have freedom? Are there any disadvantages to freedom? What are the appropriate amounts of freedom for pupils?

The third round-table discussion focused on the student and was entitled *Student: Communicative Abilities and the Forming of a Specialist*. D. Johnson outlined the tradition and practice of rhetorical and communication education in American colleges and universities. He described the classical rhetorical tradition from which early colonial American colleges drew to develop an applied curriculum in the training of clergy, business and political leadership. These applied skills today are still perceived as "essential" for most graduates. Interpersonal, public speaking and debate, group dynamics and rhetorical theory form the core curriculum of most contemporary departments of communication. Johnson proposed a joint Russian-American project to identify those aspects of American communication education which might be useful in Russian higher education today.

The Cultural Experiences

A concert by the Petrozavodsk University Choir, a demonstration by the Karelian folk artists, and a demonstration by children at the Cultural Palace--all led participants to a deeper sense of Russian traditions and the depth of emotion created. Visits to Kizhi and Valaam allowed participants to "touch" the past--the religions, the community, the people, the buildings--all so much a part of the Russian past and present. Conference participants also took field trips to a nature reserve, a child care center, a Russian Orthodox church, a children's camp, and a farm. Visits in homes and farms also were enjoyed. These opportunities provided a broader and deeper context for the discussion of Russian educational questions of today.

Paper Presentations

Abstracts of papers by United States presenters follow, organized according to "sections." Russian presenters' abstracts are not available in English, but the titles of these papers are listed at the end of each section.

Closing Session

The final panel session examined professional work life and stressors related to physical and emotional health in education and human service profession. How can the overall health of professionals be improved? How will this impact the lives of children and families?

Reading of the appeal to Boris Yeltsin, closing remarks and expressions of gratitude, and proposals for continuing dialogue were given. Connections among conferees at both the personal and professional level were evident.

III. ABSTRACTS OF CONCURRENT SESSION STRANDS

County System of Social Help in Minnesota

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The social service system in the United States is based on a view of human society that is individualistic. Society is a construction made by individual persons, much as a bridge is built by workmen raising, climbing, riveting and bolting a bridge.

The social service system is the safety net strung out under the citizens. It catches them after they have fallen. It does little to prevent their falling except to afford some sense of confidence.

The continuum of service is outlined. Minimal difficulties receive small amounts of service, greater difficulties call for greater investment of time, money and energy. Two intensive programs are highlighted.

The Intensive Family Based Program works with families who are in danger of not being able to keep the children at home because of parenting or other relationship problems. Two social workers could spend three to six hours a week for six months assisting the family. The teams of social workers usually have five families to work with.

The First Witness Program is a cooperative project with the County Attorney's office, area law enforcement agencies and social service. A specific, concrete and developmentally informed interview protocol is followed with victims of child sexual abuse under age twelve as a first step in the investigation. A police officer interviews the child in a nonthreatening way while the interview is being video-taped and monitored by the social worker and county attorney.

These focused and limited programs point to the strength of the approach in the United States. Problems are specified, services are professionalized and researched. Citizens groups can identify and support the special programs by contributing to them. Money is spent on serving people who are demonstrably hurting.

Some weaknesses of the approach are that it is not preventive, it encourages a good person-bad person mentality, thus fragmenting society, and it is possibly more expensive in the long run.

As society becomes more complex, if there are no safeguards, more will fall and the net itself will be overloaded, if it is to catch everyone who falls.

Early Childhood Family Education: A Comprehensive Program to Provide Parent Education to Parents of Children Ages Birth to Five Years

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St. Paul Public Schools
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Marjorie L. Oelerich, Ph.D.
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Mankato State University
Mankato, Minnesota, USA

Early Childhood Family Education (also known as ECFE) is offered in nearly 400 school districts throughout the state of Minnesota. The program provides education and support for parents and their children ages birth to five years. The central goal is to enhance and support the competence of parents in providing the **best possible environment** for the healthy growth of their children.

Printed handouts and brochures will be available for participants.

A brief historical overview of Early Childhood Family Education in Minnesota was presented with a summary of the research which supports the development of this program.

Each presenter discussed the type of delivery system in her community or program. The St. Paul, Minnesota, program has a 2.4 million dollar budget and the potential to serve 22,000 young children in a major metropolitan area which is ethnically, culturally, and economically diverse. The Mankato, Minnesota, program has a budget of $290,000 and serves a rural community which is primarily Caucasian and generally middle income. Each setting and program population provides some unique challenges in the delivery of services. For example, St. Paul ECFE found it necessary to hire Hmong interpreters to serve non-English speaking immigrant families. Mankato ECFE has had to rely heavily on a home visitor to provide service to geographically isolated families. Despite their uniqueness, each ECFE program shares a central goal and common objectives.

A basic blueprint for parent education was shared along with curriculum materials used for both parent education and early childhood education. The importance of a network of community resources to support families was stressed. Presenters discussed the challenges of providing parent education to a diverse population of families with young children.

After seventeen years of providing parent education, ECFE is firmly institutionalized in Minnesota and has been viewed as a model for providing services for young families. Researchers from throughout the United States have followed the growth and development of the program and the positive impact of these services on the lives of Minnesota families.

Russian Presentation Titles

G. Bekman Turku, Finland	Children and Young People in Northern Countries of Europe.
Y. Rusanov Petrozavodsk	System of Children and Teenagers Rights Defense.
P. Dorokhov A. Krasilnikov Yaroslavl, Vologda	State Structures Work with Children.
N. Romanovsky Petrozavodsk	Public Organizations Network with Family, Children, and Teenagers.
A. Sokolova O. Osminina Syktyvkar	State System of Family Help Formation in Komi Republic.
S. Vozdvizhensky Petrozavodsk	Public Organizations Union "Perspective."
A. Starienko Murmansk	Social, Psychological and Pedagogical Help to Children of Social and Medical Risk.
M. Sergeev Krasnoyarsk	Family Role in Creating of Healthy Standard of Life for Children.
I. Milyukova Petrozavodsk	Family and Political Socializing of Person.
A. Rubin Murmansk	Medical and Social Aspects of the Child Issue.
N. Khoncheva Vedlozero, Karelia	Family Help Organizing.
A. Andreiko Kotkozero, Karelia	Rural School and Family: Items of Village Civilizing.
N. Krylova Petrozavodsk	"Small" and "Big" Family in Soviet Ideology.
A. Gushchina Murmansk	Deprivation and Its Overcoming during Corrective Education.
V. Fyodorov Petrozavodsk	Family and Formation of Personality.
I. Evstafyeva Petrozavodsk	Child Realizing of Personal Contacts and His Own Position in the Family.
T. Lipkina Pyaozero, Karelia	Family and School Cooperation.

Report Cards: Conveying Information About Student Achievement in a Way U.S. Parents and Students Can Understand

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In the United States, report cards serve to inform parents of their child's growth in the school environment. "Marks" are a measure of the child's progress based on the teacher's most accurate estimate of that child's ability, performance, and behavior.

What do United States report cards look like? What do they measure? What "marks" are used? What is new in reporting student progress?

This presentation exhibited a number of report cards from across the country. There was a handout summarizing categories in which a child at a particular grade level might be evaluated. In addition, a handout for people attending this session listed a variety of "marks" a child might receive to indicate level of performance. In both cases, it was interesting to note the extreme diversity in methods of reporting student progress among school districts in the United States.

The "report card" of the future--already adopted by some school districts for younger children--is the "narrative progress report," which drops letter grades in favor of words. An example of this type of report card from San Jose, California, was shown.

What was once an "excellent," "outstanding" or "A" student in language arts might now be an "independent" learner, while a "B" student might be dubbed "confident," a "C+" student "capable," "C" "developing," "D" "limited" and "F" "emergent."

In looking over old report cards and in deciding whether the new report cards are an educational fad or a meaningful change, it must be remembered that the primary purpose of K-8 progress reports is to convey information about student achievement in a way parents and students can understand. Whether the evaluation is based on tests, written work, projects, portfolios or whatever, the report card should show clearly whether a student is meeting, exceeding, or falling behind expectations for the grade level. How do United States' report cards measure up?

Democracy in the Elementary School. Cooperative groups: Ideas and Activities for Young Children

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Cooperative learning is a technique that emphasizes a democratic, task-oriented way of working together. This approach to teaching is appropriate for use in social studies lessons, as it replicates the kind of cooperative activity that characterizes much adult social, economic, and political life. In addition, cooperative learning is appropriate when using "hands-on" methods of teaching science or math since, in these subjects, manipulative materials must be shared; there are seldom enough for an entire class.

A cooperative learning group consists of a group of children who are "working together" on a project, are supportive of one another, and are accountable for not only their own individual learning, but also the learning of every other person in the group.

Researchers have found that cooperative learning approaches often result in higher levels of mastery and better retention of concepts than situations in which pupils compete against one another or learn as individuals. Learners tend to be better motivated, and their attitudes toward school seem to be more positive. There also seems to be an improved attitude toward, and acceptance of, classmates.

Cooperative learning techniques require these teacher decisions:

1. Selecting a topic that lends itself to group work.
2. Making decisions about group size and composition.
3. Providing appropriate materials.
4. Identifying parts of the lesson and sequencing the lesson.
5. Monitoring the work of pupils in groups.

In evaluating progress using cooperative groups, students may be assigned group grades for projects and assignments. If any individual testing occurs, all members of the group may be responsible for seeing that each student achieves an acceptable score.

Participants in this workshop received ideas and activities for young children. The presenter showed how cooperative groups can be used in teaching social studies, science, and mathematics in the elementary school.

Developmentally Appropriate Strategies: Using Narrative, Photographs, and Artifacts with Younger Learners

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There are contrasting views about what history is and how children learn about the past. This study used an open-ended conversational interview process to explore how children of different ages interacted with artifacts, photographs, and mythic narratives, materials representative of both dominant and non-dominant cultures found in the area in which the children lived.

The interactions contained both similarities and differences. The four-year-old child hypothesized about the composition and function of artifacts and spent great amounts of time engaged in symbolic play with these materials. She also was able to retell the mythic narrative. The eight-year-old child also made hypotheses and offered many descriptions about the function and users of artifacts. She was also able to use photographs to generate contexts for the artifacts and to retell the mythic narrative. In addition to these actions, the ten-year-old entered the world of the mythic narrative and identified with the "strong" person. She created her own mythic tale, described the contexts of photographs, and sequenced artifacts from oldest to newest.

These interactions suggest ways that artifacts, photographs, and narratives could be used in developmentally appropriate ways with younger learners. For example, opportunities to hypothesize are important across ages. The use of artifacts which can be manipulated and used in symbolic play are important for the youngest pre-elementary learners. Offering opportunities for analyses of photographs in order to develop an understanding of the historical context and for the creation of personal "mythic" stories using materials from the past are important for elementary age children.

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Effects of Efficacy Beliefs on Teacher Practice in Rural Schools

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According to Ashton and Webb (1986), teachers' "sense of efficacy" is their belief in their ability to have a positive effect on student learning. There are two independent dimensions which constitute efficacy: (a) teaching efficacy and (b) personal teaching efficacy. Teachers with a strong sense of efficacy believe they are capable of having a positive effect on student performance. In contrast, teachers with low sense of efficacy doubt their ability to influence student learning; therefore, they do not persist when confronted with difficult children.

In this study, I investigated: (a) the teachers' efficacy attitudes in selected rural schools in the state of North Dakota; (b) teacher behaviors associated with sense of efficacy; and (c) an in-depth investigation of four teachers' sense of efficacy and practice. The purpose of the study was to conduct an emerging study of efficacy in rural schools, measuring how teachers' attitudes are related to teaching behaviors. The method of this study was exploratory and qualitative, with in-depth investigation of the beliefs and behaviors of classroom teachers. I wanted to find out how teachers' practice related to high or low scores on the efficacy scales. I predicted that higher efficacy scores will be related to greater frequency, duration, and intensity of those teacher behaviors that encourage student achievement. For example, high efficacy teachers will persist more with difficult children during the lesson, talk more positively about the students, and spend more time on academic pursuits.

The four subjects were selected from approximately 100 teachers from eight medium-size rural schools in the state of the state of North Dakota who were administered the Elementary Teacher Efficacy Scale developed by Gorrell and Capron (1989). In-depth qualitative data were collected on the four teachers based on their efficacy scores and years in service.

The four teachers were videotaped teaching several lessons. The teachers were interviewed before each lesson and again after the same lesson while viewing the video tape of the lesson. The interview contained several open-ended questions related to teacher efficacy beliefs, lesson planning, and teaching of the lesson. The talk-aloud technique was used for reflection. Prior to teaching the lesson, the teacher completed a lesson plan format, which was intended to help the teachers clarify their thinking. After all the teaching was completed, the teachers were asked to reflect on their teaching in an in-depth interview. An in-depth analysis of the four focus teachers was conducted as an emerging process. The preliminary outcomes reported in this presentation are the themes revealed by comparing two teachers' beliefs about teaching practice, one with high efficacy and one with low efficacy. Video excerpts of teaching were shown.

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A Strategy for Conceptual Reconstruction with Early Childhood and Elementary Students

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Research was discussed which related to conceptual reconstruction with early childhood and elementary students and its applications to teaching through use of the learning cycle. The presentation utilized examples in teaching social studies to demonstrate strategies that effectively work to help children with conceptual reconstruction.

Children bring to the classroom prior knowledge they have formed as a result of their experiences with the social and physical world. Because the range and depth of their experiences is limited, children need to reconstruct their knowledge if it is to more accurately represent the world. This conceptual restructuring is accomplished with difficulty. Children must come to see a need to reconstruct their knowledge. Then they must be involved in experiences that enable them to work with data and information from which they can reconstruct their knowledge. Finally, children must apply their reconstructed knowledge in a variety of situations in order to stabilize it in their long-term memories. The learning cycle is an instructional approach structuring children's activities to accomplish the experiences needed to facilitate conceptual restructuring.

The learning cycle first involves children in an exploratory activity. With minimal guidance from the teacher, the activity confronts children's old ways of thinking and questions are raised. Next, a more teacher-guided phase introduces the key idea of skill through additional experiences using a variety of senses. The final expansion phase involves children in applying the idea or skill in activities that cause them to extend the range, modality, and context of the idea or skill.

This presentation considered both the research base and the practical applications related to conceptual reconstruction -- children's reconstruction of the ideas they have as well as the construction of new knowledge.

Russian Presentation Titles

I. Meshcherova I. Arkhip O. Tsikina Murmansk	Teaching in Groups at Elementary School.
T. Donskaya Petrozavodsk	Actual Problems of Developing Education at Secondary School.
L. Minakova Petrozavodsk	Initiative of Preschool Children.
Z. Mineeva Petrozavodsk	Talking Abilities of Elementary Schoolchildren.
I. Lebedyeva Perm	Role of Educational Systems in Development of Pupils' Intellectual Potentials.
V. Kuzovlev Yelets	Training Brainwork Culture of Junior Schoolchildren.
G. Posnova Petrozavodsk	Personal Human Educational Approach in Secondary School Tutor's Work.
T. Volkova Ivanovo	Teaching Schoolchildren Communicative Skills Using Video.
I. Shabayev Petrozavodsk	Algorithmic Approach to Education.
N. Smirnova Ivanovo	Reconstruction of Teacher's Activity at School of New Type.
L. Belomestnyh L. Kim G. Losenkova Tomsk	Teaching as an Aimed Forming Experiment.
G. Zarovnyayev Petrozavodsk	Laboratory Programs for 10th Special Class on Physics.
V. Nagayev Syktyvkar	Sexual Education as Pedagogical Issue.
I. Sorokina Petrozavodsk	New Forms of Teaching Foreign Languages at Elementary School.
I. Fradkov Petrozavodsk	Approach to Teaching Gifted Students at School.
O. Zvyagina Petrozavodsk	Using NLP at Elementary School Classes.

Developmentally Appropriate Practices in University Clinical Experience Sites: Kindergarten Teacher's Beliefs and Observed Classroom Practices

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Developmentally appropriate practice guidelines for Early Childhood settings have been widely published in the United States since 1987, and have been suggested as classroom guidelines by the National Association for the Education of Young Children in the document *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8* (Bredekamp, 1987). Research has raised questions about the level of successful implementation of these practices in classrooms, despite their general acceptance. Of even greater importance is the extent to which student teacher placement sites are positive models of developmentally appropriate practices.

The subjects in this study were 30 Kindergarten Teachers whose classrooms have been used for placement of Kindergarten Student Teachers from the University of Minnesota. The cooperating teachers filled out a Teacher Questionnaire which has two parts: the Teacher Belief Scale, and the Instructional Activities Scale, with an addendum which asks what factors are obstacles for them in implementing developmentally appropriate practices. Following this, the researcher visited each classroom then completed the Classroom Practices Inventory, which yields a developmentally appropriate score. Prior to the classroom visits, a pilot study was conducted with two early childhood educators, each visiting three classrooms with the researcher and completing a classroom inventory independently, in order to establish inter-reliability.

Correlational analysis was used to determine the relationship between teacher's beliefs and self-reporting practices, and between the teacher's self-report and the researcher's scores.

Do the University's student teaching placement sites for Kindergarten student teachers reflect the practices of the important research findings in the field of Early Childhood Education? What barriers exist that appear to prevent teachers from fully implementing developmentally appropriate practices? Results of this research were shared, along with information learned from the site visits.

Rural School "Teaching Extravaganzas" in the State of North Dakota

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With slides and photographs, this lecture presentation was a retrospective of "extravaganzas" in rural schools.

In order for new teachers to be acculturated into schools successfully, they need to be aware of and learn to negotiate the complexity of school culture by having participated in structured and reflective university-based field experiences in which they gradually become empowered as they progress through their teacher education training program. Having to be a responsible participant in the teaching process provides a vivid experience base for later thinking and reflection. Entering on the unfamiliar makes students aware of nuances of the culture of schools. Recognizing school culture and learning to modify it without giving away their own beliefs and values about teaching is important to their eventual success as teachers.

From my connection as director of the Prairie Teachers Project (a program to support first-year teachers in rural schools), I developed the idea to have my class prepare for and teach in certain rural schools that I knew would provide support and encouragement to preservice teachers. The plan was to transport thirty university undergraduate students from my Introduction to Teaching and Learning class to a rural school for a full day teaching experience. I projected that the university students would benefit from an opportunity to bridge theory with practice and to undertake the role of the teacher in a rural public school setting. To prepare for this experience, groups of university students collaborated (from a distance) with the classroom teachers in preparing the schedule for a full day of teaching, which we called an "extravaganza."

After reading the university students' narratives and observation papers and listening to them discuss the extravaganza, many impressions about learning emerged. Throughout this project, beginning teacher education students had an opportunity to experience the role of the teacher. They assessed information about children, prepared lesson plans, and implemented learning activities while managing classroom behavior within the framework of a daily schedule. Students also learned to consider how the physical environment and instructional materials affect the outcome of learning activities. In their roles as teachers, they were able to gather more practical information about school children, which enhanced their class and personal experiences.

The university students were able to observe interactions between teachers and children and their peers. The classroom teachers also gave them written feedback in the form of suggestions and strengths. The students found this valuable and considered this information along with their own self-examination when analyzing their teaching experiences. Most of the students discerned that this experience enhanced their commitment to teaching. In fact, many cited this event as the most important so far in their deciding to become a teacher.

There were numerous ways the teachers contributed to the effectiveness of the teaching experience. The benefits for the teachers were both personal and professional. This relationship between the teachers and university students was an opportunity for new stories to emerge. The extravaganza either renewed commitments on the part of the teachers or created in students commitments to teaching.

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Russian Presentation Titles

T. Solomatina Moscow	Integration of Didactic and Special Methods Approaches to Teachers Training.
G. Samodova Arkhangelsk	The Formation of Motive Readiness of Schoolchildren to Choose the Pedagogical Profession.
A. Fyodorov Petrozavodsk	The Role of Pedagogical Camp in Cultural Development of Students.
T. Voronova Ivanovo	The Role of Research-Educational-Pedagogical Complex in Preparation of Students.
I. Kazakova Petrozavodsk	The Role of Italian Language in the Conservatory Students Training.
L. Epshtein D. Dubrovskaya Petrozavodsk	Project "Development of Individual-Creative Mentality" at Karelian Pedagogical Institute.
V. Retyunsky L. Retyunskaya Petrozavodsk	The Didactic Training in the System of Laboratory Works at the Institute.
N. Fyodorova Petrozavodsk	Didactic Game Activation of Future Teachers Studying and Learning Creativity.
E. Chashchina Arkhangelsk	The Problems of Training in the History of the Russian Language and Dialectology in the Pomor State University.
N. Markova Petrozavodsk	To the Study of Territorial Dialects in the System of Philological Training.
O. Zheleznyakova Ulyanovsk	Some Aspects of a Problem Texts Construction.
N. Gorbel Petrozavodsk	The Role of Theoretical Subjects in the Teacher Training.
A. Goransky Petrozavodsk	Perfection of Forms and Methods of Teaching in the Course of Physiological Disciplines.
E. Borzova Petrozavodsk	Some Aspects of Teacher Training.
V. Andreev Kazan	Theoretical Base of Special Courses Oriented to Development of Personal Creative Abilities for Competition.

Russian Presentation Titles Continued

T. Butonina Arkhangelsk	The Regional Component in Education and Upbringing as a Research Problem.
K. Makhuryan S. Rusanova Moscow	Teachers and Students: Their Relationships.
N. Neverova Orekhovo-Zuyevo	Teaching "Health of a Man" at School and Pedagogical Institute.
G. Zasobinova G. Voronova Ivanovo	Professional and Educational Programs for Teachers Training in the System of Multi-Level University Education.
N. Terentyeva Petrozavodsk	Folk Tradition in Teachers Culture.

Russian Presentation Titles

V. Smirnov St. Petersburg	Civil-Legal Responsibility for Damage Caused by Juvenile Delinquents.
L. Krivonosova St. Petersburg	Ascertainment of Paternity According to Legislation of Russia.
V. Bushmakin Petrozavodsk	Some Aspects of Karelian Republic Law on Adoption.
L. Shestakov St. Petersburg	Family Criminology in Russia.
R. Dusayev Petrozavodsk	Development of Rights of Child Legal Guarantees in Russia.
N. Ivanchenko Petrozavodsk	Convention of Child Rights of 1990 as an Important Instrument for Children Rights Providing.
K. Tikhonina Vologda	Role of Parents (Legal Representatives) in Legal Relationships at the Process of Education.
N. Kropachev St. Petersburg	Aspects of Criminal-Legal Protection of Childhood.
N. Ignatova T. Polyakova St. Petersburg	Aspects of Legal Children Defense

Children's Art--Foundations for Development

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Music and art are inherent in the very nature of man. A tiny infant will often respond to a rhythmic sound or a color. Rhythm and music abound in nature all around us--the measured meter of rain, the balance and rhythm of a tree, the tunes of song birds, the colors of all forms of life--and music and art are in us as well. The abilities inherent in every child simply await development. To deny this development is to deny a natural means of self-expression.

It has been observed that when children study music and art in school they also improve their reading, spelling and math skills as well as their social skills. Educators agree that abstract concepts such as counting, fractions and ratios become more concrete when applied in a musical context, making the relationship between mathematics theory and practice noticeably clearer.

The key to meeting the young child's needs in the areas of music and art is your ability to be sensitive to the child's behavior and on your ability to concentrate on the PROCESS. We should not require a young child to make a picture. We should offer him the opportunity to experiment with media. Each activity, from a drip of paint as a finished product, to an elaborate painting should provide a feeling of success.

Understanding the four basic stages of artistic development and the progression in each will help the teacher of young children to patiently observe and nurture the inherent talent of each child realizing that although the stages are predicable, the rate of progress will vary. These seem to be universal, appearing in all cultures.

Russian Presentation Titles

V. Sinitsina Petrozavodsk	Development of Spiritual Culture of Schoolchildren.
T. Ackinina Petrozavodsk	From Accepting Fine Arts to Realizing the Logic of Modern Culture.
G. Teratsuyants Petrozavodsk	Choir Singing and Moral Education.
I. Arkhipov Petrozavodsk	Bell Ringing in Karelia.
S. Loiter Petrozavodsk	Children Folklore in a Context of "Culture of Childhood."
I. Razumova Petrozavodsk	Children Fairy-Tales Narrators (On Materials of North Russian Folklore Collection).
K. Rautio Petrozavodsk	Children Sound Creating and Traditional Environment.
M. Barkhota Petrozavodsk	Dickens Works and Formation of Moral Esthetic Values of Teachers.
L. Vlasova Petrozavodsk	Origin of Children Journalistic Abilities.
G. Galasyeva Petrozavodsk	World of Childhood in Andrey Platonov's Prose Works.
V. Ivanov Petrozavodsk	Story and Fairy Tale Compositions at Practical Classes on Children Literature.
N. Khachaturova Moscow	Issue of Studying International Experience of Esthetic Education at School.
O. Nilova Petrozavodsk	Icon Esthetic in a Course "World Culture of Fine Arts."
E. Kalinin Petrozavodsk	Esthetic Development and Post-Modern Art.
K. Chekhonina Petrozavodsk	Kinds of Fine Arts and Formation of Esthetic Feelings of Junior Schoolchildren.
G. Mishova Ulyanovsk	Fine Arts and Education of Moral Creative Personality in Modern Situation.

Russian Presentation Titles Continued

N. Shevchenko Petrozavodsk	Items of Esthetic Culture of Teachers.
R. Solomakhin Moscow	Development of Creative Abilities of Fine Art School Students.

Special Education--Meeting The Needs of Exceptional Children Within The School Setting

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Special education services are provided to more than eight million handicapped children today in the United States of America. It is the belief that all handicapped children should have a free, appropriate public education which emphasizes special education and related services designed to meet their unique needs.

This presentation covered the special education process within the school setting, including the following components: 1) identification, 2) referral, 3) assessment, and 4) instructional delivery program.

Identification means the continuous and systematic effort made to identify, locate, and screen children aged birth to 21 years old, in need of special education services. It is necessary for a school district to develop and implement nondiscriminatory procedures which insure that all children residing within the district's jurisdiction who are handicapped, regardless of the severity of the handicap, and who are in need of special instruction and related services are identified, located, and evaluated. Once it is determined that a child is not successfully achieving satisfactory progress within the school setting and two interventions have not proven successful, a referral process begins.

Referral is an ongoing process for reviewing information related to the children who are possibly handicapped and show potential signs of needing special education.

My presentation described how a school develops and implements procedures to insure efforts are made to meet the child's needs in the regular education classroom before the child is referred for a formal assessment. Assessment referral is the process of looking at the child's screening information and making a decision about whether or not to conduct a formal educational assessment. Whereas, placement referral pertains to the time after a child has been written and is then referred for a special placement such as a residential facility.

Assessment is the process of utilizing formal and informal procedures to determine specific areas of a child's strengths, needs, and eligibility for special education services. A school district must develop and implement procedures which insure that written parental consent is obtained prior to conducting an assessment. A complete and individual formal assessment of a child's educational needs must be completed before any action is taken with respect to the initial placement of a child in a special education program and any subsequent significant change in placement. All handicapped children must be reassessed every three years, or more frequently, if conditions warrant. The assessment is made by a multidisciplinary team or group or persons, including at least one teacher or specialist with knowledge in the area of the suspected disability, as well as others who may be responsible for implementing the child's educational program. The child is assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, emotional status, general intelligence, academic performance, communicative status, adaptive behavior, sensory, physical, and social development. The assessment should include a review of the child's learning environment and learning modes. When a multidisciplinary team determines it is necessary because of racial, cultural, or other differences presented by the child or due to the nature of the child's handicapping condition, they shall make a reasonable effort to obtain information form the parents relating to the child's functioning in his or her total environment.

If a child meets the criteria for special education services, an individual education program is designed. The individual program plan is based on the child's assessment data and involves completing a written individual education plan (IEP). School district's must insure that one or both of the parents of the handicapped child are present at the meeting or are afforded the opportunity to participate in the IEP. Most handicapped children are educated in the schools which they would normally attend, i.e. a neighborhood school if not handicapped. The child's individual education plan consists of annual and instructional objectives for each need area with accompanying objective criteria for attainment. The individual education plan also states the location and the amount of time in which special education will be provided.

All school districts must have an instructional delivery of programs that offer alternative placements to meet the needs of handicapped children for special education. Some handicapped children may require only monitoring services from special education, whereas, other handicapped children may receive full-time direct special education services with integrated activities solely for socialization or enrichment.

Authoritative Parenting and Teaching: Rearing Competent Children

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Because of inadequate parenting, too many children in the United States fail to realize their full potential as competent, productive, and happy citizens. Therefore, as a college teacher, I have been on a mission for many years to spread the word about a large body of research findings from the field of developmental psychology that focuses on rearing competent children. This research has led to guidelines for childrearing that are based on empirical connections between developmental outcomes in children and the type of parenting they have experienced. The framework I am presenting is not based on my own research data. Instead, I am presenting the concepts and principles that I have extracted from other researchers' publications for use in my teaching. For my conceptual framework I have chosen to concentrate on Diana Baumrind's work (1967, 1971, 1973, 1991), because hers is one of the best-known studies, and because a simplified version of Baumrind's concepts has proven to be quite useful to me in understanding child-adult interactions and in introducing students to child development issues.

The four dimensions of parenting identified by Baumrind are: control, maturity demands, communication, and nurturance. These four dimensions are combined into distinct patterns of parenting based on how high or low parents score on each of the dimensions. Most parents' styles correspond approximately to one of three parent patterns: the authoritative, the authoritarian, or the permissive pattern.

Research demonstrates a connection between the three parenting patterns and developmental outcomes in children: Children of authoritative parents are the most mature and competent. They are independent, able to function well socially, able to learn on their own, and are content about their lives. Children of authoritarian parents are moderately self-reliant and moderately self-controlled. They are, however, relatively discontented, insecure and apprehensive, withdrawn, distrustful, and less interested in affiliating with their peers. At least when the threat of externally imposed consequences is present they behave well, but the development of internal controls is not as thorough as in children of authoritative parents. Children of permissive parents are the most immature. They are highly dependent, less self-controlled, less self-reliant, and more withdrawn.

The preceding concepts can be applied to the educational setting. In my experience, very effective teachers--and here I include not just cognitive effectiveness, but also effectiveness in classroom management and attending to the needs of the whole child--tend to be authoritative, no matter what particular pedagogical theory they have been taught.

Rutter (1983) has expanded my perspective on the authoritative concept by concluding that unusually effective schools are--as Helen Bee labeled his findings--also "authoritative." That is, their characteristics as institutions are similar to those of authoritative parents or teachers.

Baumrind's research, Piagetian ideas on constructivist education, and Rutter's conclusions about effective schools all converge on the idea of authoritative style. The power of the approach I have outlined is its emphasis on general rather than specific characteristics of child-adult interactions. When internalized by the parent or teacher, the authoritative concept can be used (a) to generate plausible solutions to childrearing situations, (b) to see connections with other terms and ideas learned through training, and (c) to systematically analyze for later application examples from their own experience.

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Double Dutch Jump Roping: One Alternative to Drugs, Gangs, Sex, Violence, and Television in the United States

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The two presenters explained a unique extra-curricular school program from the Duluth area--Two Harbors, Minnesota--that involves 14 young people who do remarkable feats jumping rope, both individually and in teams.

The unsavory aspects of growing up in America receive so much media attention. Our news is full of stories of young people experimenting with drugs, gangs, sex, and violence. At the other extreme are children who passively sit like "couch potatoes" watching MTV and doing little else.

Kathy and Mary Jo would like to help dispel this image of America's youth by publicizing another group of young people to our friends in Russia and elsewhere. Here is the story of 14 elementary and middle school students, grades 3-8, who are involved in a wholesome and very strenuous activity: *Double Dutch Jump Roping*. The energetic children are also motivated to help others by drawing attention to the lifelong need for exercise in combatting heart disease--the #1 cause of death in the United States.

It is important to note that the parents of these young people actively encourage and financially enable their children to participate in numerous practice sessions and exhibitions. The school administrators are willing to excuse these students in order to let them perform at other schools and at community functions. The coach displays the remarkable dedication of so many of her fellow American teachers who give voluntarily of their time, and sometimes of their money, to draw out the best in their students.

Finally, the students themselves who serve as ambassadors of good will, good health, and encouragement to other young people are to be applauded. In this case, Tina and Heather. They are corresponding with Russian children who are interested in Double Dutch. Practice sessions were set up upon arrival in Petrozavodsk. The exhibition (Part II of this presentation) showed the combined efforts of children from both countries "doing their thing": *Double Dutch Jump Rope*!

Russian Presentation Titles

I. Goldfeld S. Rudenkova Petrozavodsk	Nature of Children's Aggressiveness.
S. Kolosova Syktyvkar	Some Features of Aggressive Children of Pre-School Age.
Z. Gankova Petrozavodsk	Development of Conclusive Discourse in Young Age.
O. Zarovnyaeva Petrozavodsk	Personal Peculiarities of Self-Estimation and Their Influence on Carrier Decision Making by Teenagers.
L. Vlasova Petrozavodsk	On the Question of Sex-Identification of Pre-School Children.
O. Karabanova Moscow	Psychological Help to Children Having Troubles in Studying and Development.
T. Shlyahtenkova V. Stafeyev Petrozavodsk	Schoolchildren's State of Health in the Conditions of Northern Region.
S. Kiselyova L. Zhukova A. Myagkova St. Petersburg	Estimation of Primary School Children Emotional State in the Process of Dental Treatment.
N. Poleshchuk T. Byelousova S. Manerova Petrozavodsk	Approach of Moving Abilities of Pre-School Children and Their Readiness for school.
S. Bazarova Petrozavodsk	Autoaggressive Behavior of Teenagers.
A. Korzyenev St. Petersburg	Encephalographic Monitoring of Children and Teenagers with Different Forms of Obsessive Conditions.
S. Goranskaya L. Ivanova Petrozavodsk	Role of Teacher in Formation of Healthy Personality.
E. Zaharova Moscow	Child Psychological Readiness to School.

Russian Presentation Titles Continued

M. Burkin L. Marahtanova T. Timonina Petrozavodsk	Disturbances of Tempo-Rhythmical Speech Organization in Preschool Age.
V. Dobryden Moscow	Family Aspect of Psychocorrective Work with Stammering Patients. Demonstrating of Video-Film "Methods of Psycho-corrective Work with children."
O. Makarova Petrozavodsk	Teenagers Feelings in the Condition of Special Schools.
A. Terehin Petrozavodsk	Psychological Help to Children and Teenagers Using Telephone.

A Strategy for Conceptual Reconstruction with Secondary Students

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Students typically bring to a lesson experiences, ideas, and skills related to the lesson's topic. Because of the prior knowledge students bring to a lesson, teaching so that the lesson's content has meaning to students typically involves helping them reconstruct their existing ideas rather than teaching them new ideas. This is conceptual reconstruction. This presentation will describe research on conceptual reconstruction and instruction that facilitates it on the secondary level. It will also present specific examples of instruction in science that demonstrate facilitation of conceptual reconstruction.

It is difficult to learn a completely new idea because there is little knowledge to tie it to in the student's mind. The student has no previous experiences that will focus her attention on the new idea. Much learning involves conceptual reconstruction, coming to understand an idea in a new way through building on and reconstructing existing ideas. This presentation will also discuss an approach--the learning cycle--that encourages conceptual restructuring as well as the construction of new ideas.

The learning cycle incorporates our understanding of how students learn into an approach designed to help students become aware of the prior knowledge, compare new alternatives to their prior knowledge, connect it to what they already know, construct their own "new" knowledge, and apply the new knowledge in ways that are different from the situation in which it was learned. The learning cycle has been effectively used with students to accomplish these purposes. Research indicating the effectiveness of the learning cycle among secondary students in science classes will be presented.

Russian Presentation Titles

T. Babakova Petrozavodsk	School Ecological Local Lore Education: Conditions of Effectiveness.
L. Salyeeva I. Ibragimov Moscow Nizhnevartovsk	Current Trends of Environmental Education in Theory and Practice of Elementary School.
E. Grineva Ulyanovsk	The Formation of Junior Schoolchildren's Ecological Knowledge.
I. Kondratyeva Petrozavodsk	Questions of Environmental Education at New Textbooks.
R. Levina Petrozavodsk	Environmental Education of Pre-School Children.
S. Potakhin V. Ostanina Petrozavodsk	Teaching of Ecological Topics in School Curriculum on Geography.
V. Isakova Petrozavodsk	Development of Personal Care to Environment and Health.
T. Sokolova L. Golubeva Petrozavodsk	Approach of Formation of Environmental Knowledge at Junior School.
G. Gerasimova L. Smirnova Petrozavodsk	Ecological Education of Karelian Teachers.
L. Ryzhkov L. Kurzykina Petrozavodsk	Environmental Continuing Education of Biology Students.
V. Smirnov Petrozavodsk	Ecological Education of Future Biology Teachers Through Researches of Water Toxicology.
A. Lantratova V. Moiseyeva Petrozavodsk	Types and Methods of Out-of-Class Work in Ecological School Education.

Russian Presentation Titles

V. Gavrilov Petrozavodsk	Training a Specialist: Developing Interactive Abilities Skills.
M. Polyakova Petrozavodsk	A Complex Approach to Teaching English Through Solving Problems.
M. Rumyantseva Petrozavodsk	Development of Cross-Cultural Awareness Through Short-Term Language Programs.
I. Ustinova Petrozavodsk	The Use of Computer Programs in the Teaching of Foreign Languages.

Russian Presentation Titles

T. Agarkova Petrozavodsk	Family Archive and Studying of History in School.
A. Antoshchenko Petrozavodsk	Current Russian Historiography and History Teachers Training at the University.
L. Amozova Petrozavodsk	"Historical Geography" Course in a Process of Training of History Teachers.
A. Butvilo Petrozavodsk	University and College Cooperation in a Process of Learning History.
E. Dianova Petrozavodsk	The Studying of Cooperative Movement in Russia in Secondary School.
R. Pivnenko Petrozavodsk	Soviet Foreign Policy of the 20-30s in the School Course "History of Our Homeland."
A. Rodionova St. Petersburg	The USA History of New Ages in Secondary School.
A. Yusupov Petrozavodsk	Post-War History of Eastern Europe in University Courses.
G. Tioun Petrozavodsk	Oriental Culture in a Secondary School. Course of History.
I. Dorokhova Petrozavodsk	Political Leader's Personality in a School Course of History.
L. Kuznetsova St. Petersburg	Sexual Education in Russia of XIX Century.
S. Kalinchenko N. Sharkova Moscow	New Person Forming Issue in Social-Political Thought of 1920s.

Russian Presentation Titles

A. Pechnicov Petrozavodsk	Using of Computer Science in Public Education in Karelia.
N. Ourusov New Hampshire, USA.	Items of Constructing of Computer Models in School Computer Science Course. New Hampshire, USA.
V. Tokarev Petrozavodsk	Post Graduating Courses on Computer Science for Teachers in Karelia.
M. Mass Petrozavodsk	Methods of Teaching on Computer Science in School Courses.
O. Tyutyeva Petrozavodsk	Computer Science Aspects in Elementary School Curricula.
A. Alyoshina Petrozavodsk	Analysis of Computer Science School Training of the First Year Students.
V. Turkina Petrozavodsk	Peculiarities of Different Mathematics Studying Programs in Elementary School.
N. Ruzanova Petrozavodsk	Computer Science Issues in School Education in Karelia.
A. Abramov Petrozavodsk	Software of School Computer Science Course for Computer "PLDIN."
N. Ignatik Petrozavodsk	The Use of IBM-Compatible Computers in School.
G. Krylova Petrozavodsk	Application of "Pilot School" Project.
R. Samoilova Petrozavodsk	Method of Differential Approach in College Computer Science Course.
A. Sokolov Petrozavodsk	Structure of "Computer Graphics" Course at Mathematical Department of University.
I. Belobrov Petrozavodsk	Method of Differential Approach in School Computer Science Course.
N. Kotsoban Petrozavodsk	Software Selection for Computer Science Course in Pedagogical Institute.

IV. APPEAL TO PRESIDENT YELTSIN AND CONFERENCE RECOMMENDATIONS

The Appeal to the President of the Russian Federation, Boris Yeltsin
From the
International Conference Participants: Children Our Future

We came to the conference from different regions of Russia, Finland and the United States to discuss actual problems of childhood.

Specialists from different departments in different educational institutions discussed the social, psychological, and legal aspects of families and children.

All the participants noted with alarm that in the life of young generation of Russia do exist a lot of problems and hardships.

Social and economic instability influences negatively on family relations and demographical policies. The birth rate declines, and the death and divorce rates increase in Karelia. The problem of youth unemployment is very acute; nearly 5,000 adolescents don't work or study.

Violence, cruelty and pornographic film influence negatively on children nature. Criminality among young people is increasing. Some children are ill-treated in their families. In 1992 there were 239 teenagers-tramps. It is impossible to bring up a healthy child on the benefit or grant the state pays to families. There is a lack of social institutions of new types that can help children and families. According to sociological research data 22.6 percent of young people are scared about their future.

We draw the government's attention to these problems with the request to stop the political discord and to make efforts for the economical and spiritual revival of Russia. We ask for help to protect the rights and interests of children and to provide a happy future for them.

Only the collaboration of all people who deal with the problems of childhood can help the future generation.

CHILDREN OUR FUTURE

The Republic of Karelia, Petrozavodsk, August 7-13, 1993

CONFERENCE RECOMMENDATIONS

The international conference of professionals "Children: Our Future" was organized by Petrozavodsk State University, University of Minnesota-Duluth, The Karelian Pedagogical Institute, and The College of St. Scholastica-Duluth. Two hundred specialists (among them 30 representatives of the U.S.A. and Finland) took part in the conference. Nine sessions were held at the conference. There were three panel sessions, a number of round tables and discussions with 150 papers presented and discussed, and an appeal to the President of the Russian Federation and the of Russian Republics. The participants of the conference put forward a number of suggestions and recommendations.

1. The participants of the conference appeal to the representative authorities to contribute to the elaboration of state and regional programs for family, youth, and childhood support; to the creation of a juridical code of childhood; to the introduction of juridical standards regulating the social care for citizens in state and municipal organs and non-governmental organizations within the framework of social services.

2. To develop a comprehensive and profound cooperation in investigating family needs and youth and childhood problems by professionals of different countries. To involve state and private funds for sponsoring these investigations along the lines of joint scientific programs.

3. To extend the training and continuing education of specialists meeting the up-to-date demands of upbringing and training of the growing generation, taking into account the need for the humanity approach to education. Therefore to extend the international exchange between educational establishments concerned with this training.

4. To recommend the creation of a social protection system for citizens: local municipal centers of social aid with the aim of all-around family support, help in adaptation to the changed life conditions, and improvement of social health and welfare of families and children.

5. To make some actual practical steps towards protection of children's rights and interests, providing a happy future in a favorable environment.

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